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## POST-PROGRAM ENGLISH LANGUAGE LEARNERS: SUCCESSFUL LEARNERS OR STRUGGLING LEARNERS?

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POST-PROGRAM ENGLISH LANGUAGE LEARNERS: SUCCESSFUL  
LEARNERS OR STRUGGLING LEARNERS?

by

Tianna Bankhead

A THESIS

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POST-PROGRAM ENGLISH LANGUAGE LEARNERS: SUCCESSFUL  
LEARNERS OR STRUGGLING LEARNERS?

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University of Nebraska, 2020

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As an educator in the field of English Language Development, I have chosen to explore the experience of four participants that have exited their ELL program within the last 1 - 2 years in Lincoln Public Schools. I wanted to capture the first-hand experience of secondary students by exploring where they are finding successes since being formally considered proficient in English and where they are struggling. I interviewed these students and explored their academic world as well as the social world within the school setting. At the conclusion of the study, I found that students are academically achieving success in the area of English Language Arts, while struggling in the area of mathematics. Students also are finding success socially. In the conclusion of this study, I will recommend ways to support mathematics for students as well as ways to combat segregation in the school.

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## **CHAPTER 1: INTRODUCTION**

English language learners are a group of students that are widely researched, tracked and studied. Nationwide, the performance of English learning (EL) students has been a topic of conversation because of the politics behind multilingualism in a country where the school system has a monolingual foundation. What does this mean for multilingual students who have exited their ELL/ESL programs? I chose to explore post-EL students because they continue to be multilingual. Their multilingualism does not stop or disappear. Additionally, these students are generally not fully proficient in English simply because they met the district requirements of proficiency.

Within this paper, I will use a few terms to describe my participants as well as the group of students traditionally in English language learning classes. The first term I will use is 'English learning (EL) students.' I chose to use this term for a couple of reasons. The first reason being the fact that U.S. public schools are teaching, presenting and assessing their students in English. Therefore, these students are English learning. The second reason is because of the fact that I am exploring a group of students who typically are not fully proficient in English, even though they met district requirements. The use of this term implies that students are lifelong learners and may continue to develop their English language and skills. Additionally, I will have a short discussion on why the use of district requirements can be problematic in terms of deciding on a student's English proficiency. Two terms, that are similar to one another, that I will use are

'multilingual students' and 'linguistically diverse learners.' While these students are English learning, this does not take away from the fact that English is not the only language they are fluent in. Oftentimes, English is assumed to be the second language (L2) of these students, when in reality English may be the student's third (L3) or fourth (L4) language. Recognizing students as multilingual or linguistically diverse is important to their identity and language development. Throughout this paper, I will use all three terms to describe the group of students I chose to focus on.

Nebraska's public schools have had English Language Learners (ELL) or English as a Second Language (ESL) programs for many years. In the 2018-2019 school year, 7% of Nebraska's students were made up of English Language Learners. In this same year, 8% of Lincoln Public School's (LPS) student population was English Language Learners (Nebraska department of Education). Of the 42,020 students in LPS, 3,361 of these are labeled as ELL. A study explores 560 exited students in a school's ESL and bilingual education program. From this group, a subset of 26 4th grade and 20 8th grade ESL students has found that students who have exited from an ELL program are not performing as successful as their English-only speaking peers (de Jong, 2004). Looking specifically at LPS, in the 2020 school year 21.4% or 622 K-12 EL students were considered proficient and exited LPS' ELL program (Salem, 2020).

Exited EL students may struggle academically for several reasons. One factor that has been considered is the length of an ELL program. Some districts correlate "quick exits" to program efficiency. This is problematic because they are

not taking into account the student's rate of learning or their academic abilities and achievements. On the other hand, other schools believe that the longer they are in the program the more effective the program is. Again, this is problematic because there is essentially little to no data to support both of these assumptions. At the secondary level, an issue that often arises is the fact that students who are enrolled in ELL courses are subjected to graduating beyond the typical 4 years because of high stakes testing that does not necessarily fit the needs of multilingual learners (Linzell, 2017). Another programming issue is that the exit requirements for ELL programs are inconsistent across the nation (de Jong, 2004). While Nebraska uses the ELPA test as their criteria for program exiting, other states might use a different standardized test, an oral language proficiency test or even teacher discretion (de Jong, 2004). Because of the inconsistencies across programs, we can conclude that post-EL students are likely performing at less successful rates than their English-only peers because their English proficiency is high enough to exit from an ESL program but not yet high enough to be fully proficient. Therefore, they struggle in all-English unaccommodated courses (de Jong, 2004).

### **Lincoln Public Schools ELL Program**

When students at all grade levels enter the Lincoln Public Schools district, they receive this 'ELL' label if their guardians indicate that they speak a language other than English at home. If parents consent to ELL services, these student's services are then dependent on their grade level as well as their ELL level.

English learning students will be placed in general education or content area



classes that are taught in an English-only approach regardless of their English proficiency. Dependent upon their level, these students will spend at least half of their day in the general education classroom and will be instructed only in English. The supports students are given at the secondary level is shown in Table 1. The leveling of students reflects their English proficiency, but they cannot be officially exited from ELL until the ELPA is passed.

**Table 1: ELL Supports at the Secondary Level in LPS**

<b>ELL Level</b>	<b>ELL Classes</b>	<b>General Education Classes</b>	<b>ELL Support ?</b>	<b>Credits For Graduation?</b>
Level 1	Self-Contained ELL instruction in Reading and Writing and a couple content classes such as health and science.	Grade Level Math  Electives such as P.E. and Art	Yes.	Yes - ELA and Math if courses are passed.  Students can fall behind in credits if stuck at this level longer than a semester.
Level 2 & 3	Reading and Writing (ELA)	Grade Level Math  Grade Level Science  Electives such as P.E., Art, Computer Science, etc.	Yes.	Yes - ELA, Math and some electives.  Students can fall behind in credits if stuck at this level longer than a semester.
Level 4	Sometimes ELA	Grade Level Courses and Electives	Limited	Yes - If passing classes
Level 5	No	Grade level courses and Electives	No	Yes - If passing classes

As students progress through the ELL levels each year, they take the state English Language Proficiency Assessment (ELPA). If a student passes the ELPA, they are then exited from the ELL program and no longer have the ELL label. Although students are no longer labeled “limited English proficient” that

does not necessarily mean they are proficient in the English language. In de Jong's post-ELL program study, it is reported that Florida and California are two of the very few states that track their exited-EL student progress. Both have reported that these post-program students "lag behind fluent English-speaking peers, particularly at the secondary level" (de Jong, 2004). What happens to these students that are now considered English proficient?

As an ELL teacher in Lincoln Public Schools, this is a question that I ask very often. Being familiar with the Nebraska state ELL standards as well as the ELPA exam - which tests reading, writing, speaking and listening - I am curious to know how these students are performing in their general education courses that oftentimes do not utilize linguistically responsive teaching strategies.

I am exploring these specific students because English learning students who have since been exited from the ELL program, are a population that seems to be overlooked. There is very little research that has been conducted that involves students with this label because they are no longer tracked or labeled as English learning. Instead, they are considered part of the general population. I am exploring whether or not these students experience academic and social success or continue to have academic and social struggles and what these success and struggles consist of since being exited from the program.

Post-program EL students are important to study because of the performance of English learners within the state of Nebraska. Looking at the 2018-2019 scores of the English Language Arts Nebraska Student-Centered Assessment System (ELA - NSCAS) statewide 39% of all students were

considered proficient. 44% were considered basic, which is below proficient and 17% were considered advanced, or above proficient. For English-learning students 27% were considered proficient, 69% were considered basic, and 5% were considered advanced. For Lincoln Public Schools similar trends are observed with a high percentage of EL students performing as basic, when only 8% of them make up the district's population. For all students 38% were considered proficient, 38% were considered basic, and 25% were considered advanced. For EL students 29% were considered proficient, 61% were considered basic and 11% advanced (Nebraska Department of Education). Therefore, EL students have a clear deficit of performance statewide and district wide. When looking at these numbers, it raises curiosity of how post EL students are performing in and out of the state of Nebraska.

With these deficits between all students and EL students, I am interested in finding out if exited EL students are performing successfully or performing poorly and why they are performing successfully or poorly. This study will explore the struggles and successes through interviews of 4 students that have exited the ELL program within the last 1-2 years. The struggles and successes considered can be academic or social. Some key considerations while exploring this topic will be included in the review of literature. This review of literature will include education policies and student experiences.

## CHAPTER 2: REVIEW OF LITERATURE

### Education Policy

#### *English-Only Policies*

English language learners are a growing population in the United States. “The percentage of public school students in the United States who were English language learners (ELLs) was higher in fall 2016 (9.6 percent, or 4.9 million students) than in fall 2000 (8.1 percent, or 3.8 million students)” (National Center for Educational Statistics, 2019). These students are enrolled in public schools across the country. Similar to LPS procedures, when these students enter into designated districts they are labeled as ELL/ESL. Traditionally, these students are then given sheltered English instruction, or an English only approach to education (Umansky & Porter, 2020). Sheltered instruction is defined as the placement of English Language Learners into a content area class that is linguistically modified to support EL student’s needs (The Education Alliance & Brown University, 2020). In recent research that reviewed Arizona’s practice of placing EL students in an English language development block for 4 hours the following was discovered.

“Research examining the impact of Arizona’s 4-hour ELD block shows that students who received the 4-hour ELD block lost significant content instruction and did academically worse than EL students in mainstream academic settings. Even in settings with less extensive ELD instruction, evidence suggests that ELD can crowd-out core content, supplanting,

rather than supplementing, core content instruction, especially English language arts” (Umansky & Porter, 2020).

While the traditional English only approach can be seen as helpful, research shows that it is actually a hindrance to a student's education. Many EL students are beginning their American schooling experience as struggling learners with gaps in their education compared to their American born/monolingual peers.

### *Subtractive Schooling*

In addition to students being instructed in English only, students across the U.S. experience subtractive schooling. Subtractive schooling is defined as “subtracting students’ culture and language” (Valenzuela, 2017); in other words, subtractive schooling can happen on two fronts: linguistic and cultural. This relates to post - program EL students because although they no longer have ELL support, the majority are still experiencing school and curriculum that has been created by the dominant culture. Teachers are told to find space in their lessons to make connections with students. Whether these connections are cultural or personal, the connections are only suggestive and only happen dependent upon the teacher. The connections are not required to be a part of the curriculum. Nieto explains that the curriculum is never neutral. It is “perceived to be consequential, and necessary knowledge, generally by those who are dominant in a society” (Nieto, 2012). In the U.S. those dominant peoples would be White/monolingual speakers. In Valenzuela’s study she states, “The state’s English as a Second Language curriculum is designed to impart to non-native

English speakers sufficient verbal and written skills to effectuate their transition into an all-English curriculum...” (Valenzuela, 2017). The same can be said for LPS. Lacking in bilingual schools and bilingual teachers, students are taught from the beginning of their American education with an English only approach and continue that approach as they finish their secondary experience in the district.

Subtractive schooling can also be cultural. One study has explored the experience in subtractive schooling for minority students that attend an affluent school, Parkland. The study claims that “... multiculturalism is being used as a hegemonic device providing a mask that hides the enforcement of sameness as the requisite for success” (Garza & Crawford, 2005). In other words, at Parkland the administration has taken an “equality for all” approach which aids in the process of assimilation and the idea that students can only be successful if they assimilate to the dominant culture. Again, this school has taken an English-only approach to support their multiculturally/linguistically diverse students and their language and culture are often devalued as a result (Garza & Crawford, 2005).

At Parkland, students are “allowed” to use their Spanish or other home-language to create meaning and understanding in English, but they have to show that they can understand the material in English rather than in their home-language. One example in this study was the bilingual ELL teacher that taught her Kindergarten students. She would allow her students to answer questions and show their understanding in Spanish and/or English. Once her colleagues and administration discovered she was allowing this to happen, she was reprimanded and told that she should only accept student answers in English.

Feeling the pressure from her administration, she used less Spanish during her instruction and expected students to only use English. This aided in student frustration because suddenly they went from their home-language being an asset and valued to their home-language being a deficit and devalued (Garza & Crawford, 2005).

Although this one example is present in an Elementary ELL program, students within LPS are largely taught by White/monolingual teachers that typically do not understand the home-language of their students. Therefore, these linguistically diverse students cannot demonstrate their understanding to their teacher unless it is in English or in another nonlinguistic form. The devaluing or subtracting of a student's home language can only aid in their academic or social struggle. "The central problem with English-immersion revolves around the assumption that students must give up their diversity in exchange for full participation and membership in the classroom and society at large" (Garza & Crawford, 2005). In other words, in most American schools students cannot successfully become a member of the larger community without sacrificing their cultural or linguistic identity.

### *Race and Ethnicity in the School and Curriculum*

Students identified as English learning or multilingual students are often also racial and / or religious minorities in American schools and subject to cultural erasure. Multilingual students come from many different ethnic backgrounds and the majority of these multilingual learners are members of ethnic and racial



minorities. In Fall of 2015, the percentage of ELL students broken down into race/ethnicity in the United States were as follows:

- Hispanic students (29.8 percent)
- Asian students (20.7 percent)
- Pacific Islander students (15.6 percent)
- American Indian/Alaska Native students (7.9 percent)
- Black students (2.4 percent)
- Students of Two or more races (1.9 percent)
- White students (1.2 percent) (National Center for Educational Statistics, 2019)

Looking at the experience of Black or African American students, the race and the varying cultures within the race has been discriminated against, segregated, and uninvolved in curriculum decisions. Black Curriculum theorists have fought for the education of Black students since the time of slavery. One Black curriculum orientation, Afrocentrism, discusses the displacement and failure of African/African-American history in the U.S. Curriculum. They believe that they do not provide the appropriate cultural foundation for Black students. There are 6 areas where the U.S. public school curriculum has fallen short, 4 of which relate directly to African/African-American culture.

1. "The significant history of Africans before the slave trade is ignored.
2. A history of peoples of Africa is most often ignored.
3. Cultural differences, as opposed to similarities of Africans in the diaspora, are highlighted.

4. Little of the struggle against slavery, colonialism, segregation, apartheid, and domination is taught” (Watkins, 2017).

In most history courses - unless specifically African-American history - the Black experience and culture is largely credited by slavery, The Civil War, and The Civil Rights Movement. All of which are briefly discussed, and students only learn the ‘gist’ of it all. The Civil War and the Abolition Act ended slavery, Rosa Parks started The Civil Rights movement, Martin Luther King Jr. gave a speech and then we move forward to the next topic in history. Again, unless students are extremely lucky, Black and African-American students only know their history or culture revolves around slavery and the Civil Rights movement. While only 2.4% of ELL students in the U.S. were considered Black/African American, it is important that this population of students knows and understands the history of African-Americans in the U.S.

Along with the school curriculum lacking in the 4 listed areas above, Watkins states that Black education is now the center of urban education. He states,

“First it must be reiterated that the nature of Black education has been highly political. Powerful economic interests have imposed colonial-style policies aimed at socialization and containment. Education and curriculum have been at the heart of broader initiatives to stabilize and control a potentially volatile population. Within that process, patterns of traditional race relations have been preserved. The result of colonial educational

practices has been the marginalization and continued subservience of African Americans” (Watkins, 2017).

In other words, the education system has been a disservice to African and African American students. The effect of this is the common attitude of Black students devaluing education. Ngo explains that the success of African American students comes at the expense of their culture and cultural identity. If Black students are successful in school, they are accused of betraying their community and upholding White American values (Ngo, 2017).

Along with African/African American students' education experiences, Ngo also explores the Hmong peoples experience with U.S. schooling and how schooling is subtractive. This study discusses again how the dominant (White) culture in the U.S. is in regulation of culturally diverse student's education. The experience of minorities is subtracted from the school curriculum. In accordance with the Hmong students specifically, students have experienced a “loss of identity” if they are second generation immigrant youth. These students are not formally taught their history like their immigrant parents were (Ngo, 2016).

In addition to this, students are also losing their home language. With the loss of their home language, they are subject to not being able to communicate with their Hmong grandparents, and sometimes even their parents. As they are learning English, but are still dominant in Hmong, their lack of English proficiency does not allow them to effectively communicate with their English teachers. This results in students feeling a lack of belonging to their ethnic community as well as their school community (Ngo, 2016).

A large population of EL and post-EL students are also members of the Latina/Latino community. Taking a look into Valenzuela's study conducted at Seguin High School, U.S. born Mexican-American students experience a lack of representation within their own school. The dominant population within this school is Mexican-American and Mexican immigrant students that are fluent in Spanish or are passive in Spanish - meaning they might not necessarily be able to produce Spanish, but they can understand the language - however, the school largely taught by White monolingual teachers and does not view students L1 as an asset, but rather as a deficit (Valenzuela, 2017).

“The structure of Seguin's curriculum is typical of most public high schools with large concentrations of Mexican youth. It is designed to divest them of their Mexican identities and to impede their prospect for fully vested bilingualism and biculturalism. The single (and rarely taught) course on Mexican American history aptly reflects the students marginalized status in the formal curriculum. On a more personal level, students' cultural identities are systematically derogated and diminished. Stripped of their usual appearance, youth entering Seguin get “disinfected” of their identifications... (Valenzuela, 2017).

Similar to the Black and Hmong experience, these Mexican American and Mexican Immigrant students are subjected to a culture of devaluing their heritage and language. Even though there is a large population of Spanish speaking students, Spanish classes at Seguin High are only offered at the beginner and intermediate level which ultimately insults the bilingualism of these students

(Valenzuela, 2017). Because of this devaluation, students are “de-Mexicanized” and “de-identified from the Spanish language, Mexico, and things Mexican” (Valenzuela, 2017). Students are forced to assimilate and value the dominant White culture of U.S. schools.

The Black, Hmong, and Mexican experience relates to our post-program EL students because not only do linguistically diverse students come from different races, cultures and backgrounds, but the segregation and failure to include African culture in U.S. public school curriculum is the foundation for various other minorities culture and language to be subtracted or not included in many U.S. public schools. This includes but is not limited to the Hmong experience and the experience of Spanish speaking students listed above. Linguistically and culturally diverse students, like the ones I have interviewed, have not been included in education policy.

### *Segregated Schools and School Districts*

Post-Jim Crow in the U.S. focused on de-segregating schools. However, many schools and districts across the country have become re-segregated based upon socio-economic status, race, and language proficiency. Specifically looking at a study conducted in Texas, “a state with majority “minority” student population and the second highest proportion of ELL students in the United States” (Heilig & Holme, 2013), it has been noted that EL students attend high poverty and high minority schools that are segregated based upon the above criteria (Heilig & Holme, 2013).

Under Jim Crow laws Black/African American, Native American and Asian students were legally allowed to be segregated from White students. However, because Mexican/Mexican-American students fell under the “other White” category, these students were not legally allowed to be segregated in schools. Therefore, the use of language deficiency was used as a way to segregate these students because the state viewed it as a way for student’s needs to be met (Heilig & Holme, 2013). Once the Brown v. The Board of Education decision was made, school districts began to “reintegrate” their schools with these “other White” Mexican-American students. Moving forward to 1973, Mexican American students were finally recognized by the Supreme court as a minority group and therefore also became a group that could be a part of the desegregating process in public schools (Heilig & Holme, 2013).

Post Jim Crow, schools began to integrate and then the issue of language segregation emerged. Multilingual students began to be placed in low-ability courses, special education courses and vocational courses based upon pseudo-scientific intelligence tests. Districts were also using bilingual courses as a way to keep White and non-White/limited English proficient students separated. Bilingual and ELL courses at the time essentially were not rigorous and did not give fair access to the school curriculum or to college preparatory classes (Heilig & Holme, 2013).

In addition to the Brown v. The Board of Education Supreme Court case, another Supreme court case, Lau v. Nichols, was passed. Just as these Mexican-American students were being segregated based upon their language

'deficiencies' under Jim Crow laws, a group of students with Chinese heritage were also being facing issues under the precedent that an English-Only approach was the "correct" approach. Spanish speaking students were receiving language assistance, but these Chinese students were not (Moran, 2005). Because of this, *Lau v. Nichols* "required schools districts to take affirmative steps to rectify the language deficiency of students with limited English proficiency" (Zirkel, 2002). School districts are required by law to support their English learning population through ELL/ESL services or a bilingual program (Zirkel, 2002).

Looking at the education system at large, most school districts and schools have adopted an ELL/ESL program with minimal bilingual programs. Although, these programs are an approach to assist and improve multilingual learners' English abilities, as stated before, they are still largely taught in an English-only approach. With this English only approach, once again, the reiteration of subtracting culture and identity, as well as segregation, is prevalent in the school system.

Currently, with the history of segregating non-White students from White students, specifically multilingual learners in the classroom, many face what Holme refers to as "triple segregation." These students are not only segregated by language, but also by color and poverty.

"According to an analysis by Orfield (2009), levels of school segregation for Latina/os, who comprise 91% of the ELL student population in Texas, have increased substantially over the past 30 years: In 2006-2007, 40% of

Latina/o students attended “intensely segregated” schools, up from approximately one third in 1988. Furthermore, the average Latina/o student that year, attended a school that was 57% low income” (Heilig & Holme, 2013)

Even in suburban areas - areas where the dominant population is White - Black and Latino/a students are attending hyper-segregated schools with 0 to 10 percent of the population being White students.

All of this is relevant to post EL students because, “As a subgroup of Latina/os, it is ELLs who are the most likely to experience high levels of school and residential segregation because they often live in more segregated neighborhoods, and attend more segregated schools than their U.S.-born peers” (Heilig & Holme, 2013). Post EL students begin their U.S. education as these segregated EL students and typically finish their education as English proficient. However, they are still not offered the same opportunities and are not as high achieving as their White and native English-speaking counterparts because of this issue of triple segregation (Heilig & Holme, 2013).

Research has shown that triple segregation is linked to negative educational outcomes. These outcomes include school climates that exude low expectations for students and their academic performances, reduced school resources, higher dropout rates, and greater school violence (Suarez Orozco, C. et al., 2010). As stated before, among the post EL students many have come from Latin America and the Caribbean. These students are largely subjected to poverty and the challenges that are associated with poverty. Therefore, this



demographic of students is at risk of attending highly segregated, low performing schools (Suarez Orozco, C., et al., 2010). In addition to various ethnic sub-groups being enrolled in segregated schools, Suarez Orozco also states that many immigrant students and students of color are disrespected, exposed to bad language, fighting and drug and alcohol abuse with little to no consequences (Suarez Orozco, C., et al., 2010).

### *Standardized Testing and Tracking*

When looking through a multicultural education lense, the goal is to mold the education system to the students, rather than molding the students to the education system (Nieto, 2012). One aspect of schooling that does not necessarily follow this student-centered approach is standardized testing. High stakes tests have caused schools to focus more on teaching to the test, and teaching students how to take a test and ultimately results in students losing important instructional time (Nieto, 2012). High stakes testing also reinforces segregation among students. These tests are often biased, and the results require students to be “tracked” or categorized based on how they performed (Nieto, 2012). When these students are tracked, they are placed into homogenous groups where they do not have the opportunity to learn from others that are academically different than they are (Nieto, 2012). As an in-service ELL teacher, I have witnessed the placement of post-program EL students at the elementary level in the lower performing classes and they are underrepresented in the gifted classes.

Standardized testing directly relates to multilingual students in Nebraska because as I previously reviewed, there is a deficit between the performance of EL students and the general population of students (Nebraska Department of Education). The state test tracks students in third grade and above. In addition to the state test, the state of Nebraska released the Nebraska Reading Improvement Act. This requires all students in kindergarten to third grade to be reading at or above grade level. To determine whether or not students are reading at or above grade level, they can take any of the approved assessments up to three times a year. If students are not considered on grade level, then the school will write an Individual Reading Improvement Plan to move the student to grade level. Students who have received ELL services for less than two years are not subject to being placed on an IRIP (Nebraska Department of Education). However, thinking about students who have passed the ELPA or students who are still gaining their academic English language -- because it takes 5 to 7 years for nonnative English speakers to “achieve the level of academic language skills necessary to compete with native-born peers” (Suarez-Orozco, C. et. al., 2010) -- this seems to be an inequitable practice. Again, even if we look at post - program EL students at the elementary level in regard to these standardized tests and the reading bill, the best interest of students is not taken into consideration.

Standardized testing is a cause of concern because at the national level, some schools are “requiring students to pass a standardized test before they can graduate high school...” (Nieto, 2012). This is causing a lot of students to drop out rather continuing on to graduate or in some cases aging out of high school

and not receiving their diploma. This becomes problematic because statistics show that the ethnicities most likely to drop out are American Indian/Alaska native (10.1%) with Hispanic students (8.2%) and Black/African-American students (6.5%) following closely behind (National Center for Education Statistics 2019). Again, this directly relates to multilingual learners because they can be represented in the above racial/ethnic categories.

Looking at the English Learning student experience cohesively, this population is more at risk of not being included in education policies. As previously stated, students are expected to assimilate to the education system, rather than molding the education system to fit the diverse group of learners.

## **Immigrant Students and Student Experiences**

### *Student Grouping and Identity*

As I have discussed some policy issues in regard to linguistically diverse students, I will also touch upon the social aspects of linguistically diverse students. Many of the U.S. public schools English learning students consist of immigrant students.

Similar to the subtracting of one's cultural identity. Many immigrant students are expected to assimilate by learning English. In the book, *Made in America*, this assimilation process became the political factor that makes students "American." Students in this book give their definition of what it means to be "American." An example given is the use of the phrase, "taking off the Turban" (Olsen, 2008). The author describes this term as immigrant/minority

students “succumbing to the pressure to cease one’s foreign ways and to act American” (Olsen, 2008). The students in this book also had various other definitions that described what it means to be ‘American.’ The commonalities between these definitions included the fact that one not only needs to be proficient in English, but also needs to be the “right” religion, the “right” skin tone (i.e., white), and dress in “American” clothes rather than traditional cultural clothing (Olsen, 2008). Essentially, this would be considered assimilation.

With students trying to understand and find a way to become “American,” many face the dilemma of having to choose between their ethnic identity and with being American. Many of the students make similar statements about the fact that they cannot be both American and maintain their ethnic identity. These statements considered the fact that many Americans are Christian while many immigrants are not. There are differences between cultural customs and traditions such as dating, celebrations and clothing. Students feel that if they “cross-over” to being American they are committing ethnic suicide, but if they stay loyal to their ethnic identities then they risk the chance of not “fitting in” with their U.S. born peers.

In addition to struggling to define what it means to be American, students also discuss the stress of finding the “correct” racial group to be a member of in the school. Students in three different history classes are asked to complete a map of the school labeled with the different groups of where they spend their time. Of the three classes, one was a sheltered history class, or a class that consisted solely of EL-immigrant students. When the immigrant students created,

placed and described the groups of students in their school, the students were mainly grouped by 3 characteristics: language, race, or religious identity (Olsen, 2008). The main group of “white” or “American” students were in one group on the entire map, while the different linguistic and ethnic groups surrounded them. The students then went on to explain that these other ethnic groups are not considered “American” because of different attributes that were not limited to language, race or religion, but also how they dressed and the music they listened to.

A more specific example is a student that is no longer a newcomer or ESL student in Olsen’s *Made in America*. This Brazilian student, Sandra, recognized that now that she was in more mainstream classes, she needed to find a group of people that would be her friends. In the U.S. she understood that the racial categories are Whites, Blacks, Asians and Latins. Sandra decided that “she is unacceptable to the Blacks because unlike most immigrants at the school she is White-skinned, she is clearly not Asian, and so by default she is Latin” (Olsen, 2008). Sandra chose to align herself with the cholas - the group of students that strongly present and identify as Latin but do not speak Spanish - because it solved her clothing issue. Where Sandra is from, it was normal for girls and women to wear more revealing clothing, but once she started her U.S. school experience, she realized that the more revealing one’s clothing are, the more judgements she received from others. Sandra states, “... I can wear short skirts and tight blouses and they don’t say nothing. I can wear flannel shirts and baggy pants. It’s not big deal to them. I’m cool” (Olsen, 2008). Therefore, identifying

with the cholas allowed her dress more revealing, so she would at least have a reason to dress how she wanted to. On the other hand, being a member of the group also allowed her to hide her sexuality because of the fact they tend to wear baggier clothing.

From my experience as an ELL teacher these ethnic groups of students typically do not branch out from their group of friends they made in ELL because they spend the majority of their day in sheltered ELL classes with the same students. Therefore, even though they are considered English proficient after passing the ELPA, they sometimes do not make connections with Native English speakers because of other characteristics about them, unless they make that “Americanized” transition, which results in a social struggle.

### *First Language (L1) and Cultural Capital*

As the immigrant and EL populations in the United States have grown, there has been a shift in teacher education to ensure teachers have multicultural and equitable practices. As stated previously, EL students in Nebraska are generally instructed in an English-only approach, but unless this English-only approach is a strict policy, teachers have the freedom to include (or not include) students’ home language into their classroom. If students were asked to use English only inside and outside of the classroom, from a multicultural perspective, this would not be considered best practice (Nieto, 2012). If a student is being sent the message that their language is not welcome in the school, then inherently their cultural affiliation and even family dynamics is not welcome in the

school. This is why multicultural education plays an important role in supporting post-program EL students. Even though students are no longer in the program, they still have their home language and cultural affiliation. The use of their language in the classroom and outside the classroom is a huge piece of their identity and becomes a factor in their success in academics. Research has shown that the influence of a student's L1 can have a positive impact on their language acquisition or L2 (Ortega, 2013).

Looking at the L1 from a multicultural perspective, it is an asset for the student. However, "In the United States, white, Christian, middle-class culture and the English language hold the power. Possess them, and you are rich" (Linzell, 2017). Because the American school system is built around and based upon White and monolingual ideals, EL students lack the cultural capital needed to succeed until they are deemed fluent and proficient in the English language. Because of this cultural capital, the segregation within schools is reinforced. Gifted and AP classes tend to be overrepresented by White/monolingual students and underrepresented by students of color, while special education programs and remedial classes are overly represented by ethnic and linguistic minorities (Morgan et. al., 2018).

The purpose of studying exited English learning students is to gain a better understanding of their academic and social experiences from the student point of view. As I previously mentioned, once students are exited from their ELL program, there is hardly ever any followup on their academic or social progress. These students essentially have moved from courses where their ELL teachers

use linguistically responsive teaching to courses where they are assumed to be fully fluent in English and are assumed to need no linguistic support because of their program exit.



### CHAPTER 3: METHODOLOGY

This study was completed in a qualitative approach. According to John Creswell, qualitative research has several components. The three components that fit best with my research are as follows; 1. Reporting the voices of participants, 2. Exploring in an open-ended way and 3. Lifting up the silenced voices of marginalized groups or populations. Creswell states, “Qualitative research involves reporting how people talk about things, how they describe things, and how they see the world”. Furthermore, “Qualitative research is exploratory research. We do not often know what questions to ask, what variables to measure or what people to initially talk to. We are simply exploring a topic we think will yield useful information” Finally, “Qualitative research works best when studying people who have not often been studied” (Creswell, 2016). I chose to take the qualitative approach for this research because I could have chosen to explore the perspectives of teachers on post-program EL students. However, I chose to work directly with students because this particular group that I worked with are typically a marginalized group of students and because there is little research on post-English language learners. Capturing the experience of 4 secondary students creates a more distinct point of view, rather than solely talking with the adults that are on the outside looking in on their experiences. Below are my posed research questions:

- What successes do post-program EL students face?
- What struggles do post-program EL students face?
- What is the nature of the academic successes?

- What is the nature of the academic struggles?
- What is the nature of social successes?
- What is the nature of the social struggles?
- If the successes/struggles are a mixture of academic and social, what is the nature of these successes and struggles?

I interviewed secondary linguistically diverse students that have passed the ELPA in the last 1-2 years. The initial interview questions (Appendix A) and follow-up interview questions (Appendix B) are listed in the appendices. This approach was taken as a way to hear from these students' experience first-hand. As a current ELL teacher, I have had students pass the ELPA and no longer receive ELL support. In some instances when I have checked in on the students post-program I am often told that these students are struggling and then asked if they can get pulled for ELL support again - which is not possible because they have tested out of the program and are considered 'proficient'. In other instances, I am told from teachers that students are doing great, but there is usually no more details given. This consistent engagement with colleagues posed my research questions.

Because I am an elementary teacher, I have observed the fact that it is often more difficult for students at such a young age to explain their experiences. The stakes at the secondary level are also higher because of the pressure of graduation and college admissions. This is why I chose to focus on secondary students. I chose these students with the idea that they could expand upon their experiences in school in a more sophisticated way compared to an elementary

aged student. This age group of students is also an under-researched age group and it is important to know and understand their experiences.

### **Data Collection**

The study took place in Lincoln Public Schools. 4 students were interviewed within the district. One student from Middle School A that participated in a face to face interview. One student from Middle school B which also participated in a face to face interview, and two students from High School A that participated in an online survey that consisted of the same questions. In addition to students interviewing, they were also asked for completed work samples that I could analyze. Due to COVID-19, LPS closed schools before I could complete my initial interviews with my high school participants and before I could complete any follow-up interviews with all participants. Therefore, my two high school students completed their initial interviews via an online survey. Then, all students were asked follow-up questions via another online survey to expand upon their experiences. These interviews and work samples were used as a tool to conclude whether the student was considered a successful post-program EL or a struggling post-program EL.

Table 2: Data Collection Chart

Student	School	Work Samples Collected	Year and Grade Student Passed the ELPA
Rose	Middle School A	5 Exit Tickets from Science Class  DCA from Social Studies Class  2 Text Dependent Analysis from English Language Arts Class	Spring 2018 - 5th Grade
Kellom	Middle School B	DCA from Social Studies Class  Text Dependent Analysis from English Language Arts Class  Nonfiction Narrative Story from English Language Arts class	Spring 2019 - 6th grade
Victor	High School A	Spanish Class Speaking assessment  Spanish Class Research Project	Spring 2019 - 9th Grade
Mohamad	High School A	No work samples were collected	Spring 2019 - 10th Grade

## **Participants**

The students that I chose to interview are currently enrolled in Lincoln Public Schools. Two of the four students - Rose and Kellom - are currently attending middle school and have exited the ELL program within the last 1-2 years. The remaining two students - Victor and Mohamad - are both enrolled in High School A in LPS. It is important to note that only three high schools in LPS support and serve ELL students through a formal program. However, High School A is a unique high school where it does not offer ELL services. Instead, students keep their ELL label but have to refuse services in order to attend this school. In Victor and Bryan's instances, they both refused ELL services in order to attend the high school of their choice. These two students have also been officially exited from ELL within the last year.

Below is each student profile. Each profile highlights the areas in which each student has found successes in school, as well as struggles in school. After the student profiles, the data presented will be analyzed through a cross-case analysis.

## **Student Profiles**

### *Rose*

Rose is a 7th grader attending Middle School A, which has a student population of 664 with 22% of the students participating in the ELL program. Rose is 12 years old and was born in Egypt. She moved to the United States when she was 3, so she has been living in the United States for 9 years. Rose'

first language is Arabic, and specifically speaks Egyptian Arabic with her parents. Rose' second language is English and uses English to speak with her brother, classmates, teachers and friends. Rose started receiving ELL support in first grade in the subject areas of reading and writing. She received pull-out ELL services until 5th grade and her teachers decided she did not need ELL support in middle school. She then went to Egypt for three months over the summer and was misplaced in ELL when she came back in sixth grade. However, she was then taken out of her ELL supported courses and placed into general education for the remainder of her 6th grade school year (T. Bankhead, personal communication, 2020, January 24).

First, I will focus on Rose's favorite parts of her day and her easiest classes. Socially, her favorite part of her school day is lunch. She likes lunch because she feels this is a time where she can talk freely. I asked Rose who she sits with at lunch and she answered that it is dependent upon the day because she has different groups of friends. She wanted to emphasize that she prefers to sit and eat lunch with her 'funny' friends. Academically, Rose stated that her favorite subject was Science. Rose said that science is her favorite subject because it keeps her engaged. She said that in her science class her teacher finds ways to make the class fun and interesting. Rose finds the topics in science interesting with this being another factor in how it is fun and engaging. Rose considered English Language Arts seems to be the easiest class she is taking. She stated that reading and essay writing seem to be the easy part of ELA. She

also considers some of her ELA class to be difficult (T. Bankhead, personal communication, 2020, January 24).

This takes us into Rose's least favorite and most difficult part of her day. Rose' least favorite subject is math. She is taking algebra. Rose states that she does perform well in her algebra class. She says that she "gets a lot of things right," but math is also the most difficult subject for her. Rose explains that math and science are equally as difficult and likes the challenge both have to offer, but prefers science over math because "math is boring." Rose stated that the more difficult aspect of science is writing her District Common Assessment, or DCA. This is an assessment given in the content areas of Science and Social Studies that is administered and taken district wide. She does not like DCA's because "they make me think too hard." In other words, she has to put forth more effort into these assessments compared to the effort she puts into her easiest subject (T. Bankhead, personal communication, 2020, January 24).

As stated earlier, even though ELA is the easiest class there is one task that she is required to complete that can be slightly difficult. This would be her required text dependent analysis, or TDA's. TDA's require students to read a story, answer a question or prompt and then use details and direct quotes from the story to address the question or prompt. TDA's are specifically formatted with an introduction that includes the title of the story, a short summary of the story, and a thesis statement. The following 3 paragraphs includes the evidence from the story that supports the thesis. These three paragraphs have to be rephrased information with direct quotes and inferences included. The final paragraph is a

restatement of the thesis and an insight on what was learned or how they will use the information in the future (T. Bankhead, personal communication, 2020, January 24).

Finally, Rose and I talked about how she feels now that she is no longer receiving ELL support. She passed the ELPA her 5th grade year in school. She felt proud when she passed the ELPA because it is an accomplishment and is happy she no longer has to take this yearly test. Rose was in the LPS ELL program for 4 years. All 4 of the years were spent receiving ELL support in reading and writing (T. Bankhead, personal communication, 2020, January 24).

As far as after school activities, she stated that she was interested in soccer club, but was unable to join because her family was responsible for taking another classmate home after school (T. Bankhead, personal communication, 2020, January 24).

### *Kellom*

Kellom is a 7th grade student from middle school B which has a student population of 854 with 10% of the students participating in the ELL program. Kellom was born in the United States. Her family does speak Arabic but she mainly speaks English in school and at home. She began the ELL program in LPS in kindergarten. Kellom was considered a level 4 EL student and received ELL support until she passed the ELPA (T. Bankhead, personal communication, 2020, February 14).



Similarly, with Rose's interview I will begin with Kellom's favorite part of her school day. When I asked Kellom her favorite part about school she stated that was P.E. She said P.E. is more fun because it feels more like 'hanging out' and she can play and exercise with her friends. She is not involved in any clubs, but she was on the volleyball team. She joined the volleyball team because she wanted to stay active, her friends joined, and her sister joined. Academically, she finds social studies to be her most interesting subject because she loves to learn new things about the past (T. Bankhead, personal communication, 2020, February 14).

Kellom stated that her least interesting part of school was English. She said that she would consider her English courses boring. Similar to Rose, TDA's and DCA's are the hardest part about school for Kellom. She then followed up with math being her most difficult subject. She said the part that makes math difficult is remembering the correct equation that is used for the corresponding question (T. Bankhead, personal communication, 2020, February 14).

Kellom passed the ELPA in 6th grade in Spring of 2019. She was very excited to pass the ELPA because she has been taking the test for so many years that she was tired of being asked to take it and missing out on class time. She was also very excited to be exited from the ELL program because her sister was previously in ELL classes but passed the ELPA long before she had. Kellom spent a total of 6 years in LPS' ELL program. Every year she received ELL support until she passed the ELPA (T. Bankhead, personal communication, 2020, February 14).

*Victor*

Victor is a 15-year-old tenth grader attending High School A which has a student population of 2,000 with 1% of the students participating in the ELL program. Victor was born and raised in the United States. At home Victor speaks Spanish with his family. Victor has a fairly unique experience. He did not begin attending ELL classes until he was in 7th and 8th grade. Then once he enrolled in high school, he was no longer in ELL courses because the high school that Victor attends does not offer ELL courses or support (T. Bankhead, personal communication, 2020, April 6).

Starting with Victor's favorite part of his school day he stated that his AP Human Geography and Civics course is his favorite subject. He enjoys this class because he often finishes all of his work during class time so he does not have any homework. Victor's favorite and easiest subject is English because he enjoys reading. Victor states, "... although I struggled with English in my middle school years, I learned ways to surpass those obstacles with taking harder English classes and pushing myself to succeed" (T. Bankhead, personal communication, 2020, April 6). Victor has expressed that he is now able to go further into depth and understanding of what he has read in his English courses (T. Bankhead, personal communication, 2020, April 6).

I also asked Victor about using his first language in school. Victor typically speaks English throughout his school day. However, he takes a Spanish class where he fluently speaks Spanish during that class period. During this time it

allows him to be a leader and assist his friends in class with their work and questions (T. Bankhead, personal communication, 2020, April 6).

Similarly, to my first two participants, Victor stated that his least favorite and most difficult subject is math. This is because Victor does not remember the material that has been taught to him. Along with his least favorite subject, I asked Victor to tell about a time he struggled in school or with schoolwork in the last 1-2 years. He stated that when he read he would have a problem pronouncing long words as well as spelling these long words. He stated that in order to surpass this struggle he would phonetically read the word to gain a better understanding or if he was at school he would ask for help (T. Bankhead, personal communication, 2020, April 6).

Victor passed the ELPA his 9th grade year. He stated that he did not feel much excitement because the previous year he was only one score away from passing, therefore, he knew that he was dedicated during his 9th grade year of school to pass the ELPA and he did. It is important to note that Victor is enrolled in an AP course (T. Bankhead, personal communication, 2020, April 6).

### *Mohamad*

Mohamad is a 16 year old eleventh grader attending Highschool A. Mohamad was born and raised in the United States. At home Mohamad speaks Arabic with his family. Like Victor, Mohamad also has a fairly unique experience. He did not begin attending ELL classes until his 3rd quarter of 7th grade. Then once he enrolled in high school, he was no longer in ELL courses because the

high school that Mohamad attends does not offer ELL courses or support (T. Bankhead, personal communication, 2020, April 8).

Starting with Mohamad's favorite part of his school day he stated that lunch is his favorite time of day because he has the opportunity to hang out and talk with his friends. Mohamad's favorite subject is science. This reflects the fact that he is a member of the robotics club. He is a member of the robotics club because it is a place for him to socialize with his friends as well as compete at a high level. Mohamad is also a member of the wrestling team because again, he enjoys the social aspect of the team as well as staying active. The easiest subject for Mohamad is English. Mohamad states, "... I don't have to work hard to get an A. It has become increasingly easy as I learn new words from talking to many people" (T. Bankhead, personal communication, 2020, April 8).

I also asked Mohamad about using his first language in school. Mohamad typically speaks English throughout his school day. However, he does get the chance to use his Arabic with his friends in school, but states that it is a very rare occurrence (T. Bankhead, personal communication, 2020, April 8).

Similarly, to my first three participants, Mohamad stated that his most difficult subject is math. However, he was more specific with the topic of math he finds difficult. Mohamad states that Algebra is the easier of the math topics. Geometry and trigonometry are more difficult because they require him to memorize more information and he does not like to memorize. Along with his least favorite subject, I asked Mohamad to tell about a time he struggled in school or with schoolwork in the last 1-2 years. He stated that he was reading a

book about evolution and oftentimes came across scientific terms he did not understand. To help him better understand what he was reading, Mohamad would "...infer what it means or look it up" (T. Bankhead, personal communication, 2020, April 8).

Mohamad passed the ELPA in his 10th grade year. He stated that he did not feel much excitement because the questions seemed to be "very common sense" for Mohamad. It is important to note that Mohamad went through his 9th and 10th grade years of high school without receiving ELL support before passing the ELPA (T. Bankhead, personal communication, 2020, April 8).

## CHAPTER 4: DISCUSSION

### Cross Case Analysis

After analyzing the data, three similarities were presented among the four participants. The first similarity is the need and desire for socializing. Second, is the lack of use of students' first language (L1) in an academic setting. The third is the preparedness students have for their ELA classes and the difficulties and challenges these students face in math. I will analyze these three different similarities to explore the ways students struggle and succeed post-program.

#### *Socializing*

As an in-service ELL teacher, I observe ELLs' behavior in my classroom, between passing periods and occasionally in their other classes. The times I have observed students outside of my classroom, typically they are more reserved in their general education classes such as math, science and social studies. However, when observed in the lunchroom, during recess or during specials - P.E., art and music - they are more expressive and actively participate. In my initial interviews with students, they all mentioned that their favorite part of their day was either lunch time or P.E. time.

Similarly, to the students in Olsen's (2008) book, *Made in America*, the participants in my study decided to spend the majority of their time around students that were similar to them. These similarities include, but are not limited to, being students of color, linguistically diverse and ethnically diverse. When asked why this was, students mentioned that this is the time of day that they

could meet and talk with their friends. Upon further investigation Victor mentioned that he enjoys this time of the day because these are the friends he made when he moved to Lincoln. His group of friends are very diverse and speak a range of languages from English to Arabic to Vietnamese. These friends do not have classes with him so this is the time in their day that they can spend together. Mohamad also mentioned the fact that the times he does use Arabic in school is to speak with his friends. This is important to note because he is surrounding himself with linguistically similar peers.

As expected, my participants preferred the social part of their day, more than the academic part of their day. Looking back at the information about student grouping and identity, I expected for students to talk more about their social experiences other than just wanting to spend time with their friends. The four participants did not give much information about the race, ethnicity, languages or religions within their group of friends - with the exception of Victor and Mohamad. Students presented in *Made in America* spend a lot of their time discussing where and how they fit into the social groups of their high school. They also discuss the use of their home language within their chosen groups. My four participants did not expand upon the use of their home language outside of their home.

#### *Cultural Identity in the Curriculum and Length of Time Labeled as an ELL*

Looking specifically at Victor, he mentions that he uses his Spanish in his Spanish class to help others with assignments. Taking a look back at the lack of

ethnic and linguistic representation in the U.S. curriculum, students are only able to utilize their language to an extent - translation/assistance. My participants did not expand upon the use of their home language other than in social settings. If the curriculum was reflective of the population of students, then there is the possibility that they would be more inclined to use their first language frequently. Like discussed when looking at language through a multicultural lens and similarly to the kindergartners at Parkland, when students are taught that their L1 is an asset and that it is valued, they become empowered and essentially are more academically successful. Additionally, L1 is linked to student identity. Rather than students feeling the need to assimilate or commit cultural suicide to become “American”, as discussed in Olsens *Made in America* (2008). The use of the L1 in the classroom has the potential to allow students to find the intersectionality between their cultural and American identity. This could also create more opportunities for students to be socialized with more peers that are not necessarily linguistically or ethnically diverse because those students will also see the value in being multilingual.

Because of the lack of reflection in curriculum and the lengthy amount of time these students have spent in ELL, this reinforces the segregation within the school system. When entering into the school system, students are grouped together by their English proficiency. Students are also subjected to being grouped together by their language similarities in their ELL classes and general education classes as a best practice so they can feel supported by students who are similar. As students continue their education, they continue to stay



segregated because of their classes or the way their teachers group them. For example, Kellom started her education in ELL classes in Kindergarten and did not exit until 6th grade. This means that for 6 years, she spent at least her reading and writing classes with students that are multilingual and of color which further aided in her segregation from White monolingual students. While Kellom did not expand upon her experiences in her ELL classes in elementary and middle school, it can be assumed that these students are whom she felt the most comfortable with because of their similarities.

Kellom's experience of spending all of elementary years participating in ELL classes is a direct relation to the triple segregation that multilingual students face (Heilig & Holme, 2013). While I cannot attest to Kellom's home and financial situation, I can focus on her segregation within the school system. Not only is Kellom segregated based upon her language abilities, her race - Black/African American - is also a segregating factor because most multilingual students are racially/ethnically diverse (National Center for Educational Statistics, 2019). While the language support was needed in order for Kellom to pass her ELPA exam, participating in ELL for so many years reinforces this recurring theme that multilingual students tend to 'miss out' on the opportunity to be a part of AP or gifted classes because the focus is solely on the student's language deficit and passing the state test to exit the program.

Just like in *Made in America* students are more likely to spend their time with other students that are of the same race/ethnicity or speak the same language. While this should not pose as a problem, it is because it leads to

students not having access to cultural capital. As stated before, White-monolingual students hold the cultural capital and the power needed to succeed in the U.S. education system. White students and multilingual/diverse peers not interacting with one another unfortunately leads to the continuance of multilingual students being underrepresented in gifted courses, underrepresented in extra-curricular activities, and overrepresented in low performing, special education or average classes. With the exception of Victor, none of my participants are in AP or gifted classes and they continue to struggle in what most think is universal but actually is not - math.

#### *Successes in ELA and Challenges in Math*

Each participant mentioned that their most easy and favorite subject was ELA and on the other hand their least favorite and / or most challenging subject is math. Looking at the structure of LPS's ELL program, as stated before, each ELL level supports reading and writing. The fact that students feel that ELA is a subject they excel in is very reflective of the program. As an ELL teacher, I know that the main focus and priority of the program is to develop vocabulary and comprehension skills. Students will continue to build their vocabulary throughout their schooling experience, but comprehension does not always come easily. Therefore, LPS has put supports in place so students can comprehend material at their appropriate grade/reading level. These supports include professional development sessions on differentiating the curriculum, the use of guided reading and the implementation of Jan Richardson's guided reading program and the

purposeful implementation of building background knowledge (Wickard, Hubbell, Story-Kohl, Tracy, & Heeren, 2015). Depending on the school and the school's resources, some will continue to support their level 4 and level 5 (nearly proficient) students to ensure that they can read and comprehend on grade level. However, once students have exited the ELL program, teachers spend little to no time monitoring these students. Legally, EL teachers cannot provide language support - i.e., letting them participate in the program - so if they are a struggling learner the most the EL teacher can do is suggest strategies to the general education teacher. Otherwise, these students are no longer being monitored by ELL teachers or the district other than being solely part of the general population.

A result of the interviews that I was not expecting is the common struggle of math between all 4 participants. The fact that students tend to struggle in math may also be reflective of the ELL program. The only ELL level that supports math as a subject is level 1. Once students have moved on from a level 1 they are no longer supported in math by their ELL teacher. This means students will receive math support from their EL teacher typically for 1 - 4 quarters. Within my own experience, the math curriculum is not something us EL teachers are trained in. General education teachers and math teachers at the secondary level are given curriculum, resources, and training to understand the curriculum and resources. For ELL teachers this is not the case. We are told to use a math intake test at the beginning of the school year and then use our teacher judgement to choose what level of math to teach. Therefore, if a level 1 EL teacher has 5th graders that are missing 1st grade math skills, for example, then that teacher will work on those

math skills and the hope is to continue progressing through the grade levels throughout the year.

While supporting level 1 students in math is doing a service for the student because they are being met where they are at, it is also a disservice because the teacher is typically only given a basal - that may not reflect the current curriculum - and is not given any of the resources required to teach the material. This also becomes challenging for students because once they discontinue their level 1 support and move on to level 2, they are then placed into grade level math and expected to do the work with no support from the ELL teacher. This often results in students having missing skills and general education teachers feeling like they cannot support the student because of how quickly paced the math curriculum is.

The most repeated statement among all four participants is the fact that math requires so much memorization. With ELA, students have learned to analyze, comprehend and make meaning of what they have learned. Whereas with math, students are expected to know, remember and apply different formulas. The language of math is entirely different to standard English. Mary Schlepp identifies math language as being a “multiple semiotic system” (Schleppegrell, 2007). This means that the language of math builds on everyday language. Because math concepts are difficult to explain in ordinary language, the use of symbols and specific math vocabulary is essential to teaching and understanding math. For example, in math the use of diagrams, graphs, and positional language is needed to understand the different areas of mathematics such as algebra, trigonometry, geometry, etc. (Schleppegrell, 2007). Because of

this very specific math language, it is not surprising that students struggle with math concepts. In order for students to explicitly understand and use math language, educators also need to be able to use and understand math language. In the recommendations section, I will discuss ways that educators can support their multilingual students in the area of mathematics.

### **Struggling or Successful?**

With the findings and information presented, I have concluded that overall, my four participants are successful post-program EL students. All four students have presented to be successful socially and academically. After interviewing students, analyzing their areas of success and analyzing the assignments provided by their teachers they are presented as academically successful. After discussing and analyzing the social aspects of their day, these students are socially successful. They all have a group of friends that serves as support during their school day whether this is inside or outside of the academic classroom. The only struggle students continue to face is in the area of math. In the implications and recommendations section I will provide forward thinking on how to support in program and post-program EL students in math. I will also provide forward thinking on the segregation that EL students face.

## CHAPTER 5: CONCLUSION

### Recommendations

Starting with math support, the language of math has been deemed to be elaborate and while explicit vocabulary instruction is needed and necessary for multilingual students, there is a need to move beyond this, especially for students that are considered English proficient but still struggle. Students need opportunities to use mathematical language orally. The first starts with teachers orally and explicitly using terms and concepts while solving problems. This demonstration is what elementary teachers would call a “think aloud.” As the teacher is going through the process of solving a problem, they need to orally present their thought process by using formal mathematical terms (Schleppegrell, 2007).

This goes into the next portion of recommendations, which is the fact that students should use specific language with themselves, with the teacher and with their peers. When students are solving a problem, instead of using informal language such as, “this and that” they need to use the formal math language at hand to better acquaint themselves with the process. Again, this will need to be modeled by the teacher first, and then practiced during the math class in small groups so students can assist and build off of one another (Schleppegrell, 2007).

Finally, the last recommendation is writing. As students orally work on the language to explain their mathematical reasoning, they can move on to writing out the process. This does not include writing their own math stories or word problems, rather, it includes the step by step process and math language to

express their thought process on paper. When students can present their thought process orally and in writing, they are moving towards a more explicit understanding of mathematical reasoning and the math language (Schleppegrell, 2007).

Moving on to segregation that EL and post-EL students face there are a few recommendations that I have. The first is discontinuance of ability tracking. When referencing back to standardized testing and tracking, the result of these inequitable practices is students being segregated based upon their academic abilities (Nieto, 2012). In LPS, and other districts, students are spread across their grade levels into classes with similar learners. The separation of these students reinforces the practice of segregation based upon language as they did when legally segregating Mexican-American students as “other White” from non-White students (Heilig & Holme, 2013). For example, during ELA or math all of the gifted students are in a class together, all of the “average” students are in class together and all of the “lower level” students are in a class together. At the elementary level, many of the multilingual students are placed into the “lower level” class because of their performance on their math tests or DRA/Fountas and Pinell/Lexile reading level. This does not allow the opportunity for students to learn from higher ability thinking students. This also aids in the assumption that just because of their performance based upon a test that was created around the dominant culture, that these students are not intelligent. Placing students in heterogeneous classes will help with desegregation.

This leads into the fact that multilingual students are underrepresented in gifted/AP classes. Because students had this “ELL” label at one time in their schooling career, this leads to teachers having assumptions that these students cannot access the curriculum of AP or gifted classes. Instead of making the assumption that multilingualism is a deficit, educators can look at multilingualism as an asset. Districts can also implement a “checklist” of what to look for in gifted EL students. There are attributes of gifted students in general but for multilingual students these attributes are different. LPS has criteria for general education gifted students as well as a separate criterion for EL students. Utilizing these criteria is another way to desegregate the classroom.

### **Further Research**

If I could redo this research I would expand upon and ask more questions about students’ friend groups in my initial interview. This would include their racial makeup, language makeup, the language they use to talk to each other, and whether or not they spend time together outside of school or just at school. I would also maybe observe the students for a day or two just to get an idea of the daily interactions with classmates and gain a sense of their social life to support the above exploration questions.

In addition to the above, I would have students expand upon their time in the ELL program. More specifically I would be interested to know whether or not that is where they made friends - i.e., are they still friends with their EL peers or did they make friends with peers outside of the ELL classroom. Academically, I



would dive deeper into the other subjects, as the main focus of this study was on ELA and math.

For another perspective, I would also include interviews from their teachers to gain a better understanding of their academic progress. I would specifically ask where the student is successful - what makes their writing or comprehension skills successful? Where in math are they successful? What makes them successful in social studies? Science? And on the other hand I would explore where they struggle. What is it about reading, science or math that makes them struggle? What specific skills are they missing?

## **Conclusion**

The multilingual students in this study gave an insight on their first-hand experience of what school is like for them without the linguistic support they once had. Academically, the findings suggest that these students have strong skills and are finding successes in English language arts, which could be reflective of the linguistic supports they received while participating in the ELL program. The findings also suggest that students need the continued support in math. It has been discussed that math is more than just knowing formulas, but rather understanding math language and regularly practicing math language in order to be successful. For the social aspect of this study, all students seem to be finding success and support from their peers.

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## Appendices

### APPENDIX A: Initial Interview Questions

1. What grade are you in?
2. How old are you?
3. What school do you attend?
4. What is your favorite part about school? Friends? Clubs? Sports?
5. What is your favorite subject?
6. What subject is really easy for you?
7. Were you in ELL? For how long?
8. When you were exited from ELL/passed the ELPA test, what emotions did you feel?  
Why did you feel that way?
9. In your new classes, what is your least favorite subject or class?
10. What subject is the most difficult for you? Why?

**APPENDIX B: Follow-up Interview Questions 2**

1. Name
2. Were you born in the U.S. or somewhere else?
  - a. Where were you born?
  - b. How long have you lived in the U.S.?
3. What year or grade level did you pass the ELPA?
4. What language do you speak at home?
5. Which part of your day is your favorite part of your day? Why is that your favorite part of the day?
6. How often do you use your home language (Arabic, Spanish, etc.,) in the classroom?
7. What language do you mostly use in school?
8. Is there any time of day when you use your home language? Which part of your day do you use your home language?
9. Tell about a time within the last 1 - 2 years when you were reading a story or article and you came across a word or phrase you did not understand. What did you do when you did not understand the word or phrase?
10. Tell about a time within the last 1-2 years when a teacher gave you a direction and you did not understand. What did you do to better understand the direction given?

## APPENDIX C: Student Consent Form below the age of 19



118 Henslik Hall / P.O. Box 880355 / Lincoln, NE 68588-0355 / (402) 472-2231 / FAX (402) 472-2837  
COLLEGE OF EDUCATION AND HUMAN

SCIENCES  
Department of Teaching, Learning and Teacher  
Education

Dear student,

You are invited to join a research study with graduate student Tianna Bankhead from the University of Nebraska-Lincoln. The study is about struggles and successes ELL (English Language Learners) students face since passing the state ELPA (English Language Proficiency Assessment) and being exited from the ELL program in Lincoln Public Schools. You must be 12 to 21 years old. If you participate in the study, you will talk with the researcher. She will ask you about who you are as a student, the successes you have in school and the challenges you face in school, whether academic or social.

If you agree to participate, you will talk with the researcher up to three times. The overall interview will last 30 to 60 minutes. You will meet with the researcher when you have free time before, after or during school. Your interviews will be audio recorded. What you say to the researcher will not be shared with anyone else. With your consent, I may collect graded assignments to support the answers given in the interview. The collected assignments will be kept confidential. When the researcher writes or talks about the study, she will give you a made-up name so no one knows that it is you. Your real name will not be used in this study.

You can ask the researcher questions about the study at any time. And, you can stop participating in the study at any time. There will be no problems and no punishment if you stop participating. To talk with the researcher, you can call (402) 213-1629 or email her at [tianna.bankhead@huskers.unl.edu](mailto:tianna.bankhead@huskers.unl.edu) If you have any trouble with the researcher, you can contact the University of Nebraska-Lincoln at (402) 472-6965.

If you agree to participate, please sign below. You will get a copy of this letter to keep.

Thank you!

I agree to participate: \_\_\_\_\_ Date: \_\_\_\_\_

Student Signature

Signature of the researcher: \_\_\_\_\_ Date: \_\_\_\_\_

Tianna Bankhead



## APPENDIX D: Student Consent Form Ages 19 and Older



COLLEGE OF EDUCATION AND HUMAN SCIENCES

Department of Teaching, Learning and Teacher Education

118 Henzlik Hall / P.O. Box 880355 / Lincoln, NE 68588-0355 / (402) 472-2231 / FAX (402) 472-2837

Dear student (19 and older),

You are invited to participate in a research study with graduate student Tianna Bankhead from the University of Nebraska-Lincoln. The study is about struggles and successes ELL (English Language Learners) students face since passing the state ELPA (English Language Proficiency Assessment) and being exited from the ELL program in Lincoln Public Schools. The age range for participation is 12 to 21 years old. If you choose to participate in the study, you will talk with the researcher about your identity as a student and what you want from school and the future. Questions for you will include:

- \* Describe yourself as a student.
- \* What do you like most about school?
- \* What do you like least about school?

If you allow yourself to participate, you will be interviewed up to three times by the researcher, Tianna Bankhead. The overall interview time will last up to 30 to 60 minutes. You and the researcher will meet in a public but quiet area of the school (such as the school library) when you have free time at school (e.g. during a study hall period, before school or after school). The interviews will be audio recorded. With your consent, I may collect graded assignments to support the answers given in the interview. The collected assignments will be kept confidential. There are no known risks to you from being in this research study.

The results of this study could help you to identify your strengths and weaknesses in school. However, you may not get any benefit from being in this research study. The results of this study may also inform teachers on how to better prepare for having a language learner in their classroom.

Reasonable steps will be taken to protect the privacy and the confidentiality of your study data. Your identity will be kept confidential, and you will only be identified by a pseudonym (code name) in any publication or presentation of the study's findings. What you share in the interviews will not be shared with any teachers or administrators at your school. The data will be stored electronically through a secure server and will only be seen by the research team during the study and for 1 year after the study is complete.

The only persons who will have access to your research records are the study personnel, the Institutional Review Board (IRB), and any other person, agency, or sponsor as required by law or contract. The information from this study may be published in scientific journals or presented at scientific meetings but the data will be reported as group or summarized data and your identity will be kept strictly confidential.

You can ask the researcher questions about the study at any time. And, you can stop your participation in the study at any time. There will be no negative consequences if you end your participation. There will be no cost to you to be in this research study. No compensation will be provided for you participate. Your welfare is the major concern of every member of the research team.




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COLLEGE OF EDUCATION AND HUMAN SCIENCES  
 Department of Teaching, Learning and Teacher Education  
 118 Henzlik Hall / P.O. Box 880355 / Lincoln, NE 68588-0355 / (402) 472-2231 / FAX (402) 472-2837

If there is a problem as a direct result of being in this study, you should immediately contact one of the people listed at the beginning of this consent form.

To talk with the researcher, you can call (402) 213-1629 or email her at [tianna.bankhead@huskers.unl.edu](mailto:tianna.bankhead@huskers.unl.edu). You can also contact the university research office (University of Nebraska-Lincoln Institutional Review Board) at (402) 472-6965.

You can decide you should not to be in this research study, or you can stop being in this research study ("withdraw") at any time before, during, or after the research begins for any reason. Deciding not to be in this research study or deciding to withdraw will not affect your relationship with the investigator or with the University of Nebraska - Lincoln. You will not lose any benefits to which you are entitled.

If you are 19 years or older and agree to participate in this study, please sign below. You are voluntarily making a decision whether or not you want to be in this research study. Signing this form means that (1) you have read and understood this consent form, (2) you have had the consent form explained to you, (3) you have had your questions answered and (4) you have decided to allow yourself to be in the research study. You will be given a copy of this consent form to keep.

Please keep one copy of this letter for your records. Please return this form by \_\_\_\_\_ (date).

Signature of Student (19 or older): \_\_\_\_\_ Date \_\_\_\_\_

Signature of the researcher: \_\_\_\_\_ Date: \_\_\_\_\_

Tianna Bankhead

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## APPENDIX E: Parent Consent Form - English



COLLEGE OF EDUCATION AND HUMAN SCIENCES

Department of Teaching, Learning and Teacher Education

118 Henzlik Hall / P.O. Box 880355 / Lincoln, NE 68588-0355 / (402) 472-2231 / FAX (402) 472-2837

Dear parent,

Your child, \_\_\_\_\_, is invited to participate in a research study with graduate student Tianna Bankhead from the University of Nebraska-Lincoln. The study is about struggles and successes ELL (English Language Learners) students face since passing the state ELPA (English Language Proficiency Assessment) and being exited from the ELL program in Lincoln Public Schools. The age range for participation is 12 to 21 years old. If your child participates in the study, s/he will talk with the researcher about her/his identity as a student and what s/he wants from school and the future. Questions for your child will include:

- \* Describe yourself as a student.
- \* What do you like most about school?
- \* What do you like least about school?

If you allow your child to participate, s/he will be interviewed up to three times by the researcher, Tianna Bankhead. The overall interview time will last up to 30 to 60 minutes. Your child and the researcher will meet in a public but quiet area of the school (such as the school library) when your child has free time at school (e.g during a study hall period, before school or after school). The interviews will be audio recorded. With you and your child's consent, I may collect graded assignments to support the answers given in the interview. The collected assignments will be kept confidential. There are no known risks to your child from being in this research study.

The results of this study could help your child identify their strengths and weaknesses in school. However, your child may not get any benefit from being in this research study. The results of this study may also inform teachers on how to better prepare for having a language learner in their classroom.

Reasonable steps will be taken to protect the privacy and the confidentiality of your child's study data. Your child's identity will be kept confidential, and s/he will only be identified by a pseudonym (code name) in any publication or presentation of the study's findings. What your child shares in the interviews will not be shared with any teachers or administrators at her/his school. The data will be stored electronically through a secure server and will only be seen by the research team during the study and for 1 year after the study is complete.

The only persons who will have access to your child's research records are the study personnel, the Institutional Review Board (IRB), and any other person, agency, or sponsor as required by law or contract. The information from this study may be published in scientific journals or presented at scientific meetings but the data will be reported as group or summarized data and your identity will be kept strictly confidential.

You can ask the researcher questions about the study at any time. And, you can stop your child's participation in the study at any time. There will be no negative consequences if your child ends her/his participation. There will be no cost to you or your child to be in this research study. No compensation will be provided for your child's participation. Your child's welfare is the major concern of every



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member of the research team. If there is a problem as a direct result of being in this study, you should immediately contact one of the people listed at the beginning of this consent form.

To talk with the researcher, you can call (402) 213-1629 or email her at tianna.bankhead@huskers.unl.edu. You can also contact the university research office (University of Nebraska-Lincoln Institutional Review Board) at (402) 472-6965.

You can decide your child should not to be in this research study, or you can have your child stop being in this research study ("withdraw") at any time before, during, or after the research begins for any reason. Deciding not to be allow your child to be in this research study or deciding to withdraw will not affect you or your child's relationship with the investigator or with the University of Nebraska - Lincoln. You and your child will not lose any benefits to which you are entitled.

If you agree to allow your child to participate in this study, please sign below. You are voluntarily making a decision whether or not to allow your child to be in this research study. Signing this form means that (1) you have read and understood this consent form, (2) you have had the consent form explained to you, (3) you have had your questions answered and (4) you have decided to allow your child to be in the research study. You will be given a copy of this consent form to keep.

Please keep one copy of this letter for your records. Please return this form by \_\_\_\_\_ (date).

Name of Child to be included: \_\_\_\_\_
(Name of Child: Please print)

Signature of Parent/legal guardian: \_\_\_\_\_ Date \_\_\_\_\_

Signature of the researcher: \_\_\_\_\_ Date: \_\_\_\_\_
Tianna Bankhead

## APPENDIX F: Parent Consent Form - Arabic

## جامعة نبراسكا- لينكولن

كلية التربية والعلوم الإنسانية  
قسم التعليم والتعلم وتعليم المعلمين

118 Henzlik Hall / PO Box 880355 / Lincoln , NE 68588-0355 / (402) 472-2231 / FAX (402) 472-2837

اعزاء الوالدين ،

طفلك ( \_\_\_\_\_ ) مدعو للمشاركة في دراسة بحثية لطالبة الدراسات العليا تيانا بانكهيد من جامعة نبراسكا- لينكولن. هذه الدراسة تدور حول الصعوبات والنجاحات التي يواجهها طلاب مستوى (متعلمو اللغة الإنجليزية) منذ اجتيازهم مرحلة تقييم محارة اللغة الإنجليزية والخروج من برنامج متعلمو اللغة الإنجليزية في مدارس لينكولن العامة. تتراوح الفئة العمرية للمشاركين من 12 إلى 21 سنة. إذا شارك طفلك في الدراسة ، فسوف يتحدث مع الباحثة عن هويته كطالب وماذا يريد من المدرسة الان ومستقلاً. الأسئلة الموجهة لطفلك سوف تشمل:

\* صف نفسك كطالب/ة.

\* ما الذي يعجبك أكثر في المدرسة؟

\* ما الذي يعجبك أقل في المدرسة؟

إذا سمحت لطفلك بالمشاركة ، فسيقابله/ها الباحثة تيانا بانكهيد ثلاث مرات. ستستغرق مدة المقابلة الإجمالية 30 إلى 60 دقيقة. يلتقي طفلك و الباحثة في منطقة عامة ولكن هادئة في المدرسة (كثال مكتبة المدرسة) وذلك عندما يكون لطفلك وقت فراغ في المدرسة (على سبيل المثال أثناء فترة الفصل الدراسية ، قبل المدرسة أو بعد دوام المدرسة). سيتم تسجيل المقابلات صوتياً. بموافقتك وموافقة طفلك، قد أقوم بجمع الواجبات التقديرية لدعم الإجابات الواردة في المقابلة. سوف تبقى الواجبات التي تم جمعها سرية. لا يوجد المخاطر المعروفة التي يتعرض لها طفلك في هذه الدراسة البحثية. يمكن أن تساعد نتائج هذه الدراسة طفلك على تحديد نقاط القوة والضعف في المدرسة. ومع ذلك ، قد لا يحصل طفلك على أي فائدة كمشارك/ة في هذه الدراسة البحثية. نتائج هذه الدراسة قد تتطلع المدرسين أيضاً بكيفية التحضير بشكل أفضل في حال وجود متعلم لغوي في فصولهم الدراسية.

سيتم اتخاذ الخطوات المعقولة لحماية خصوصية وسرية بيانات الدراسة طفلك. سيتم الاحتفاظ بسرية هوية طفلك ، وسيتم تحديد هويته فقط باسم مستعار (رمز الاسم) في أي منشور أو عرض لنتائج الدراسة. ما يشارك به طفلك في المقابلات لن يتم المشاركة به مع أي معلمين أو المدرء في مدرسته/ها. سوف يتم تخزين البيانات إلكترونياً من خلال خادم آمن ولن يشاهدها إلا فريق البحث خلال الدراسة لمدة 1 سنة بعد اكتمال الدراسة.

الأشخاص الوحيدون الذين يمكنهم الوصول إلى سجلات أبحاث طفلك هم موظفو الدراسة و مجلس المراجعة المؤسسية (IRB) ، وأي شخص أو وكالة أو كئيل آخر على النحو المطلوب بموجب القانون أو عقد. يمكن نشر المعلومات من هذه الدراسة في مجلات علمية أو تقديمها في اجتماعات علمية ولكن سيتم الإبلاغ عن البيانات كجموعة أو بيانات ملخصة وسيتم إبقاء هويتك في سرية تامة.

## جامعة نبراسكا- لينكولن

كلية التربية والعلوم الإنسانية  
قسم التعليم والتعلم وتعليم المعلمين

118 Henzlik Hall / PO Box 880355 / Lincoln ,NE 68588-0355 / (402) 472-2231 / FAX (402) 472-2837

يمكنك طرح أسئلة من الباحثة حول الدراسة في أي وقت، ويمكنك إيقاف طفلك من المشاركة في الدراسة في أي وقت. لن تكون هناك عواقب سلبية إذا أنهى طفلك مشاركته/ها. لن تكون هناك تكلفة مادية عليك أو لطفلك في هذه الدراسة البحثية. لا تتوفر التعويض لمشاركة طفلك. رعاية طفلك هي الشاغل الرئيسي لكل شخص عضو في فريق البحث.

إذا كانت هناك مشكلة كنتيجة مباشرة لوجودك في هذه الدراسة ، فيجب عليك ذلك الاتصال على الفور بأحد الأشخاص المدرجين في بداية نموذج الموافقة للتحدث مع الباحث ، يمكنك الاتصال بالرقم ( 4022131629) أو مراسلتها عبر البريد الإلكتروني على [tianna.bankhead@huskers.unl.edu](mailto:tianna.bankhead@huskers.unl.edu). يمكنك أيضا الاتصال بمكتب البحوث الجامعية (جامعة مجلس المراجعة المؤسسية لنبراسكا لنكولن) على الرقم (4024726965).

يمكنك أن تقرر أن طفلك لا ينبغي أن يكون في هذه الدراسة البحثية ، أو يمكن أن يكون طفلك توقف عن التواجد في هذه الدراسة البحثية ("الانسحاب") في أي وقت قبل أو أثناء أو بعد بدء البحث لأي سبب. قرر عدم السماح لطفلك بالمشاركة في هذه الدراسة البحثية أو اتخاذ قرار بسحب الإرادة لا تؤثر عليك أو علاقة طفلك مع الباحثة أو مع جامعة نبراسكا-لينكولن. لن تخسر أنت وطفلك أي مزايا يحق لك الحصول عليها.

إذا وافقت على السماح لطفلك بالمشاركة في هذه الدراسة ، يرجى تسجيل الدخول أدناه. عليك اتخاذ القرار طوعا بشأن السماح لطفلك بالتواجد في هذه الدراسة البحثية وذلك إذا اردت أو رفضت. توقيع هذا النموذج يعني أنك (1) قرأت وفهمت نموذج الموافقة هنا ، (2) كان لديك نموذج الموافقة أوضح لك ، (3) لديك إجابة لأستلثك و (4) قررت السماح ان يكون الطفل في الدراسة البحثية. سوف تحصل على نسخة من استمارة الموافقة هذه للاحتفاظ بها. يرجى الاحتفاظ بنسخة من هذه الرسالة لسجلاتك. يرجى إعادة هذا النموذج بحلول (المصادف)

اسم الطفل المراد تضمينه: \_\_\_\_\_

(يرجى أكتب اسم الطفل)

توقيع الوالد / الوصي القانوني: \_\_\_\_\_ المصادف: \_\_\_\_\_

توقيع الباحثة: \_\_\_\_\_ المصادف: \_\_\_\_\_

تيانا بانكهد

## APPENDIX G: Parent Consent Form - Spanish



COLEGIO DE EDUCACION Y CIENCIAS HUMANAS

Departamento de Enseñanza, Aprendizaje, y Educación de Maestros

118 Henzlik Hall/P.O. Box 880355 / Lincoln, NE 68588-0355 / (402)472-2231 / FAX (402) 472-2837

Estimado padre de familia,

Su hijo(a), \_\_\_\_\_, está invitado(a) a participar en un estudio de investigación, con la estudiante graduada Tianna Bankhead de la Universidad de Nebraska-Lincoln. El estudio trata sobre las luchas y los éxitos que los estudiantes de ELL (Estudiantes del Idioma Inglés) tienen que enfrentar desde el momento en que pasan el examen estatal ELPA (Evaluación de dominio del idioma Inglés), y salen del programa de ELL en las Escuelas Públicas de Lincoln, (LPS). La edad para participar es de 12 a 21 años. Si su hijo participa en este estudio, él hablará con la investigadora acerca de su identidad como estudiante y acerca de lo que él/ella espera de la escuela y del futuro. Las preguntas para su hijo(a) incluirán las siguientes:

- Descríbete como estudiante.
- ¿Qué es lo que más te gusta de la escuela?
- ¿Qué es lo que menos te gusta de la escuela?

Si usted permite que su hijo(a) participe, él/ella será entrevistado(a) hasta tres veces por la investigadora Tianna Bankhead. El tiempo total de la entrevista durará de 30 a 60 minutos. Su hijo(a) y la investigadora se encontrarán en un área de la escuela que sea pública, pero tranquila (como la biblioteca) cuando él/ella tenga un tiempo libre (por ejemplo, durante un periodo de estudio, antes de clases, o después de clases). El audio de las entrevistas será grabado. Con su consentimiento y el de su hijo(a), puedo recoger tareas calificadas para apoyar las respuestas de la entrevista. Las tareas recogidas se mantendrán confidenciales. No hay ningún conocido riesgo para su hijo(a) al estar en este estudio de investigación.

Los resultados de este estudio pueden ayudar a su hijo a identificar sus fortalezas y debilidades en la escuela. Sin embargo, puede ser que su hijo(a) no reciba ningún beneficio por estar en este estudio de investigación. Los resultados de este estudio también pueden informar a los maestros como prepararse mejor para tener un estudiante de lenguaje en su clase.

Medidas razonables serán tomadas para proteger la privacidad y la confidencialidad de los datos de su hijo(a). La identidad de su hijo(a) se mantendrá confidencial y él/ella será identificado(a) solamente con un seudónimo (nombre código) en cualquier publicación o presentación de los hallazgos del

estudio. Lo que su hijo(a) comparta durante las entrevistas no será compartido con ningún maestro o administrador de su escuela. Los datos se guardarán electrónicamente a través de un servidor seguro y solamente serán vistos por el equipo de investigación, durante el estudio y por un año después de que el estudio esté completo.

Las únicas personas que tendrán acceso a los registros de investigación de su hijo(a) son el personal del estudio, la Junta Institucional de Revisión, y cualquier otra persona, agencia, o patrocinador como lo requiera la ley o el contrato. La información de este estudio puede ser publicada en revistas científicas, o presentada durante reuniones científicas, pero los datos serán reportados, en grupo, o en forma de resumen y su identidad se mantendrá estrictamente confidencial.

Usted puede hacerle preguntas a la investigadora acerca del estudio, a cualquier momento. Y usted puede parar la participación de su hijo(a) también a cualquier momento. No habrá ninguna consecuencia negativa si su hijo(a) termina su participación. No habrá ningún costo para usted o su hijo(a) por participar en este estudio de investigación. Ninguna compensación será provista para su hijo(a) por su participación. El bienestar de su hijo(a) es la preocupación más importante de cada miembro del equipo de investigación. Si hay algún problema como resultado directo de estar en este estudio, usted debe contactar inmediatamente una de las personas listadas al principio de esta forma de consentimiento.

Para hablar con la investigadora, puede llamar al (402) 213-1629 o envíele un correo electrónico a [tianna.bankhead@huskers.unl.edu](mailto:tianna.bankhead@huskers.unl.edu). También puede contactar la oficina de investigación de la universidad (University of Nebraska-Lincoln Institutional Review Board) al (402) 472-6965.

Usted puede decidir que su hijo(a) no esté en este estudio de investigación, o usted puede hacer que su hijo pare de estar en este estudio ("se retire") en cualquier momento antes, durante, o después de que la investigación empiece, por cualquier razón. Decidir no permitir que su hijo(a) esté en este estudio, o decidir que se retire no afectará su relación o la de su hijo(a) con la investigadora o con la Universidad de Nebraska-Lincoln. Usted y su hijo(a) no perderán ningún beneficio a los cuales tienen derecho.

Si usted está de acuerdo en permitir a su hijo(a) que participe en este estudio, por favor firme abajo. Usted está haciendo una decisión voluntaria si permitir o no que su hijo participe en este estudio de investigación. Firmar esta forma quiere decir que (1) usted ha leído y entendido esta forma de consentimiento, (2) a usted le han explicado lo que dice esta forma, (3) sus preguntas han sido contestadas, y (4) usted ha decidido permitir que su hijo(a) esté en este estudio de investigación. Le daremos una copia de esta forma de consentimiento para que la guarde. Por favor mantenga una copia de esta carta en su archivo. Por favor devuelva esta forma antes del \_\_\_\_\_ (fecha).

Nombre del niño(a) a incluirse: \_\_\_\_\_  
(Nombre del niño(a): Favor escribir en imprenta)

Firma del Padre/guardián legal: \_\_\_\_\_ Fecha \_\_\_\_\_

Firma de la investigadora: \_\_\_\_\_ Fecha \_\_\_\_\_



## APPENDIX H: LPS Approval Letter

# Lincoln Public Schools

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5905 O Street • Box 82889 • Lincoln, NE 68510 • (402) 436-1790

RR 20-15

September 6, 2019


Tianna Bankhead, Student  
Jenell Reeves, PhD  
Teaching, Learning and Teacher Education  
UNL (NUgrant #19240)

RE: Request to Conduct Research in the Lincoln Public Schools

Dear Ms. Bankhead and Dr. Reeves:

Your request to conduct a study entitled, "Post ELL Students," with LPS secondary students who have exited ELL via their score on ELPA21 has been approved by the LPS Research Review Committee. Parent/guardian consent and student assent are required for this study. Please use the forms and processes included in your request. Please note that all researchers entering schools for the purposes of collecting data must have a background check on file and must have permission from the building principal. Your next step is to work with Federal Programs to secure their permission to proceed with the implementation your study and for help with the coordination of your recruitment efforts.

Sincerely,



Leslie A. Eastman, Ph.D.  
Director of Assessment and Evaluation Services

cc: Linda Hix, Director of Federal Programs  
Pat Hunter-Pirtle, Director of Secondary Education  
Vicki Schulenberg, Human Resources Supervisor

# APPENDIX I: UNL Approval Letter



Official Approval Letter for IRB project #19240 - New Project Form  
October 3, 2019

Tianna Bankhead  
Teaching, Learning and Teacher Education  
HENZ 118 UNL NE 685880355

Jenelle Reeves  
Teaching, Learning and Teacher Education  
HENZ 44C UNL NE 685880355

IRB Number: 20191019240EX  
Project ID: 19240  
Project Title: Post ELL Students

Dear Tianna:

This letter is to officially notify you of the certification of exemption of your project for the Protection of Human Subjects. Your proposal is in compliance with this institution's Federal Wide Assurance 00002258 and the DHHS Regulations for the Protection of Human Subjects at 45 CFR 46 2018 Requirements and has been classified as exempt. Exempt categories are listed within HRPP Policy #4.001: Exempt Research available at: <http://research.unl.edu/researchcompliance/policies-procedures/>.

- o Date of Final Exemption: 10/03/2019
- o Review conducted using exempt category 1 at 45 CFR 46.104
- o Funding (Grant congruency, OSP Project/Form ID and Funding Sponsor Award Number, if applicable): N/A

We wish to remind you that the principal investigator is responsible for reporting to this Board any of the following events within 48 hours of the event:

- \* Any serious event (including on-site and off-site adverse events, injuries, side effects, deaths, or other problems) which in the opinion of the local investigator was unanticipated, involved risk to subjects or others, and was possibly related to the research procedures;
- \* Any serious accidental or unintentional change to the IRB-approved protocol that involves risk or has the potential to recur;
- \* Any protocol violation or protocol deviation
- \* An incarceration of a research participant in a protocol that was not approved to include prisoners
- \* Any knowledge of adverse audits or enforcement actions required by Sponsors
- \* Any publication in the literature, safety monitoring report, interim result or other finding that indicates an unexpected change to the risk/benefit ratio of the research;
- \* Any breach in confidentiality or compromise in data privacy related to the subject or others; or
- \* Any complaint of a subject that indicates an unanticipated risk or that cannot be resolved by the research staff.

This project should be conducted in full accordance with all applicable sections of the IRB Guidelines and you should notify the IRB immediately of any proposed changes that may affect the exempt status of your research project. You should report any unanticipated problems involving risks to the participants or others to the Board.

If you have any questions, please contact the IRB office at 402-472-6965.

Sincerely,

Becky R. Freeman, CIP  
for the IRB



University of Nebraska-Lincoln Office of Research and Economic Development  
[nugrant.unl.edu](http://nugrant.unl.edu)

NUGrant